

TECHNOLOGY INTEGRATION FOR MEANINGFUL CLASSROOM USE**Daily Lesson GAME Plan****Lesson Title:** Elements of Worship Problem-based Learning Activity**Related Lessons:** Elements found in the four major religions of the world**Grade Level:** High School**Unit:** Worship**GOALS****Content Standards:**

1. Explain and discuss insights and motivations they have gained from religious faith and experience.
2. Use religious and moral principles to analyze situations and make mature decisions about right and wrong.
3. Debate a point of view.
4. Draw conclusions about the relationship between Religious Education and moral, social and ethical issues.
5. Demonstrate an awareness of the importance of elements of worship across religions.

ISTE NETS-S

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| <input checked="" type="checkbox"/> 1. Creativity and innovations | <input checked="" type="checkbox"/> 4. Critical thinking, problem solving, and decision making |
| <input checked="" type="checkbox"/> 2. Communications and collaboration | <input checked="" type="checkbox"/> 5. Digital citizen |
| <input checked="" type="checkbox"/> 3. Research and information fluency | <input checked="" type="checkbox"/> 6. Technical operations and concepts |

Instructional Objective(s):

1. Students will describe the different forms/acts of worship.
2. Students will identify and discuss the diversity and common features of worship across the religions under study.
3. Students will describe the role, function, and significance of worship in Religion.
4. Students will describe the usefulness of signs and symbols in worship.

ACTION**Before-Class Preparations:** Identify different elements of worship found in the four major religions from text books and the internet. Create a PowerPoint presentation and print handouts. Locate other sites that students can visit to do additional research on the elements of worship**During Class Discussion**

Time	Instructional Activities	Materials & Resources
Week 1 Day 1	Begin with the definition of terms (worship, prayer, sacred writing, exhortation, adoration, faith, symbols, and signs). Ask students to orally give their definitions for the terms as used daily in their community or in connection to their religious affiliation. Show the list of words on the PowerPoint presentation	Multimedia System, computer with internet access
Day 2	Group students and have them construct a	Computer with Microsoft Office

	questionnaire to take to their churches and or communities to gather responses from community members about the different elements found in their religion or denomination and other religions practiced in the community.	
Week 2	These questionnaires will be taken to their communities over a one week time frame and information returned for analysis and production.	
Week 3 Day 1	Discussions will be held on the data that students will have collected to compare the contents found with the definitions found earlier on the internet.	
Day 2 30-40 minutes	Production Phase: When students will have collected the data they will create a PowerPoint presentation to show their findings. A pamphlet will then be created using Microsoft Publisher to document the findings of the class and so as to have a hardcopy for the library and for the benefit of other students.	Computer, internet access, multimedia system, printer, multimedia system
Week 4 15 Minutes slots	Each group will make their PowerPoint presentation	Computer internet access,
MONITOR		
<p>Ongoing Assessment: The information that students collect, their questionnaire, their PowerPoint presentation, and their pamphlet will be monitored by the teacher and the head of each group.</p> <p>Accommodations and Extensions: Students will be allowed to blog their progress to guarantee that they are on the right track and that their information collected is authentic.</p> <p>Back-up Plan: The E-Learning Room will be reserved to make sure that adequate systems and time is available to accommodate students research and production of their PowerPoint presentation and pamphlet.</p>		
EVALUATION		
<p>Unit Reflections and Notes: The final draft of the PowerPoint presentation and the pamphlet will be assessed by means of a rubric that will be given at the beginning of the project. Students' content knowledge about the elements of worship will be assessed using a unit test.</p>		

TECHNOLOGY INTEGRATION FOR MEANINGFUL CLASSROOM USE**Daily Lesson GAME Plan**

Lesson Title: Places of Worship - Social Collaboration Tool

Related Lessons: Blogs

Grade Level: High School

Unit: Worship

GOALS**Content Standards:**

1. Explain and discuss insights and motivations they have gained from religious faith and experience.
2. Analyze the effects of religion on the formation of attitudes, values and beliefs.
3. Debate a point of view.
4. Develop an open and unprejudiced attitude to the beliefs and practices of others.
5. Demonstrate an awareness of the importance of places of worship across religions.
6. Appreciate the importance of both individual and corporate worship.

ISTE NETS-S

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| <input type="checkbox"/> 4. Creativity and innovations | <input type="checkbox"/> 4. Critical thinking, problem solving, and decision making |
| <input type="checkbox"/> 5. Communications and collaboration | <input type="checkbox"/> 5. Digital citizen |
| <input type="checkbox"/> 6. Research and information fluency | <input type="checkbox"/> 6. Technical operations and concepts |

Instructional Objective(s):

1. Define and use correctly the concepts listed.
2. Locate on a world map and describe pilgrimage places of religions under study.
3. Identify and describe places of worship in various religions and explain the significance of the various physical features within them.
4. Explain the significance of the holy places

ACTION

Before-Class Preparations: Identify different places of worship found in the four major religions from text books and the internet and the community. Create a PowerPoint presentation and print handouts. Locate other sites that students can visit to do additional research on the elements of worship. Reserve one of the E-Learning Labs for 10:00 – 10:30 a.m. for a week. Create a blog where students can collaborate in their progress and the teacher can monitor students' work.

During Class Discussion

Time	Instructional Activities	Materials & Resources
Week 1 Day 1	Begin with the definition of terms : Pilgrimage, Topography, Heritage/legacy, Creed, Holy places Sacred buildings	
Day 2	Introduce a blog the teacher has done on religions of the world. Questions will be placed there for students to add comments on about the topic discussed.	

<p>Week 2</p> <p>Week 3</p> <p>Week 4</p>	<p>Students will be showed how a blog is created and each will log in and leave a comment on where they worship.</p> <p>Group students and have them log into the Blog “Religion – Places of Worship”. Each group will create a page on the blob. Students will be given a rubric as to what they are expected to place in their blogs (pictures of places of worship, comparison with all four major religions and where they worship, the time these places are used and how they are used). Students will access Flickr and other sites for graphics for their presentations.</p> <p>Students will add comments to each groups blog to assist with the classmates progress.</p> <p>Upon completion of this exercise the students will go on to create a wiki on Worship in the four major religions.</p>	
MONITOR		
<p>Ongoing Assessment: Monitor the students gathering of information on the various places of worship as they relate to the four major religions of the world. The teacher will access the blogs of each group and add comments to enhance their work. The teacher will make sure the pictures collected are relevant and that information is documented as should be.</p> <p>Accommodations and Extensions: Students who have difficulties accessing the internet from home will be given special passes to work for half an hour after school in the E-Learning labs.</p> <p>Back-up Plan: The E-Learning Room will be reserved to make sure that adequate systems and time is available to accommodate students research and their logging in to the blogs.</p>		
EVALUATION		
<p>Unit Reflections and Notes: Comments will be left on the group pages to direct students. Questions will be posed daily to make sure content learning is taking place.</p>		

TECHNOLOGY INTEGRATION FOR MEANINGFUL CLASSROOM USE**Daily Lesson GAME Plan****Lesson Title:** Symbols of Worship - Digital Story**Related Lessons:** Blogs, Wikis**Grade Level:** High School**Unit:** Worship**GOALS****Content Standards:**

1. Explain and discuss insights and motivations they have gained from religious faith and experience.
2. Analyze the effects of religion on the formation of attitudes, values and beliefs in the community.
3. Debate a point of view.
4. Develop an open and unprejudiced attitude to the beliefs and practices of others religions.
5. Demonstrate an awareness of the importance of symbols of worship across religions.

ISTE NETS-S

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| <input type="checkbox"/> 1. Creativity and innovations | <input type="checkbox"/> 4. Critical thinking, problem solving, and decision making |
| <input type="checkbox"/> 2. Communications and collaboration | <input type="checkbox"/> 5. Digital citizen |
| <input type="checkbox"/> 3. Research and information fluency | <input type="checkbox"/> 6. Technical operations and concepts |

Instructional Objective(s):

1. Define and use correctly the concepts listed.
2. Identify symbols used in Islam, Judaism, Christianity and Hinduism.
3. Identify and describe the use of symbols in the four major religions.
4. Explain and compare the significance of symbols in worship
5. Students will create a digital story of the different symbols used in Judaism, Christianity, Hinduism and Islam

ACTION**Before-Class Preparations:****During Class Discussion**

Time	Instructional Activities	Materials & Resources

MONITOR**Ongoing Assessment:****Accommodations and Extensions****Back-up Plan:****EVALUATION****Unit Reflections and Notes:**

Reference

Cennamo, K., Ross, J. & Ertmer, P. (2009). *Technology Integration for Meaningful Classroom Use: A Standards-Based Approach*. (Laureate Education, Inc., Custom ed.). Belmont, CA: Wadsworth, Cengage Learning.